

<b>Inspection date</b>	29/10/2013
Previous inspection date	24/04/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- Children's personal, social and emotional development is well supported. Therefore, they are happy, form positive relationships and show satisfactory levels of enjoyment and achievement.
- The childminder promotes children's well-being and healthy habits with regards to personal hygiene and physical activities. Therefore, children understand the importance of hygiene and develop self-care skills.

#### **It is not yet good because**

- The childminder does not have a full understanding of some safeguarding issues. As a result, she is not able to recognise areas of possible abuse to ensure children are always fully protected.
- The observation and assessment of children does not identify their achievements in learning sufficiently in order to plan the next steps towards the early learning goals to extend their development.
- Due to the lack of organisation of sufficient resources, opportunities and experiences for children to advance their creative skills have not been fully embraced.
- The childminder does not yet fully assess all aspects of her provision in order to identify priorities for improvement and set challenging targets.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playroom and living room.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector also took account of the views of parents and carers.

## Inspector

Jasvinder Kaur

## Full Report

### Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 13 and 17 years in Wolverhampton. The whole of the ground floor of the property is used for childminding purposes. This includes a dedicated playroom and access to bathroom facilities. A bedroom on the first floor is used for sleep purposes as the childminder is registered to provide overnight care for one child. There is a fully enclosed garden available for outdoor play.

The childminder currently has four children on roll, of which one is in the early years age range. She holds a recognised childcare qualification. She is able to take and collect children from local schools and pre-schools.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve knowledge and awareness of all safeguarding issues in order to fully protect children
- develop the educational programme by improving the observation and assessment of children to identify their achievements clearly in all areas of learning in order to plan their next steps towards the early learning goals.

**To further improve the quality of the early years provision the provider should:**

- promote children's creative skills by organising sufficient resources to be available at all times
- develop rigorous and effective systems for self-evaluation that identifies priorities and sets challenging targets for improvement.

### Inspection judgements

**How well the early years provision meets the needs of the range of children who attend**

The childminder has a satisfactory understanding of implementing the Early Years Foundation Stage and provides sufficient opportunities to help children to make adequate progress. She carries out observations of children, but the information gained through these and her assessments is not fully exploited to identify children's next steps in all areas of learning. This means children are not sufficiently challenged to make best progress towards the early learning goals. Nevertheless, children are happy in familiar surroundings, as the childminder creates a family oriented environment. They play happily with peers and the childminder's family members and make choices about the activities they are involved in. The childminder spends the majority of her time engaging with and playing with the children.

Positive partnerships with parents, including a two-way exchange of information on a daily basis, ensure children's individual needs are suitably met. The childminder discusses their children's learning and welfare needs with parents both initially and on a regular basis. This ensures that they are actively involved in their children's learning at home.

To encourage development of communication skills, the childminder talks freely with the children and provides opportunities to read and write. During role play, they learn new words as they pretend to be doctors, check their teddy bear's ears and give it medicine. Some open-ended questions by the childminder encourage children to develop their vocabulary and to learn about colours and shapes. For example, children think about and tell the childminder the names of colours and what happens when they mix two colours. However, children's creative skills are not fully supported due to lack of organisation of sufficient resources. For example, during creative activities in her living room, the childminder does not provide paint brushes or free access to a sufficient paper. On the other hand, there is a dedicated playroom where children make choices and play with a variety of toys.

There is a suitable range of resources to develop children's early numeracy and technology talents, including learning about different colours and shapes and operating simple programmable toys. Daily routines and play, such as sorting toys into different sizes, singing number rhymes and counting everyday objects in their surroundings, help children to develop their mathematical skills. A selection of musical instruments and texture experiences, including paint, play dough and clay, supports children's abilities. The childminder provides good opportunities for children to develop their understanding of the wider world, as she takes children to different places, including visiting a local post office and posting a letter. She encourages children to understand and respect the values and differences of others, as they celebrate festivals all through the year, including Diwali, Eid, Easter and Christmas. Children dress up, taste oriental foods and read relevant stories while they celebrate these festivals. Ample resources are available depicting positive images of diversity.

### **The contribution of the early years provision to the well-being of children**

The childminder effectively fosters children's personal, social and emotional development. Children show that they feel safe and exhibit a sense of trust, as they enjoy the

childminder's company and respond with delight to her interaction in play. Close partnership with parents and positive interaction with the childminder ensure that children quickly become familiar with the environment and form secure attachment to the childminder and her family members. The childminder spends most of her time talking to and playing with the children. Therefore, the children are confident and make a positive contribution to the setting, as they take part enthusiastically in activities. They behave well, demonstrating an understanding of the set boundaries and expectations within the home, responding positively to guidance from the childminder. Her approach to the children is calm and affectionate. She values their individuality and praises their good behaviour. During play and daily routines, children generally adopt safe and responsible habits, as the childminder talks with them about road safety and how to use play equipment carefully. Currently there are no children ready for transition to other settings, though the childminder demonstrates appropriate knowledge of how to support children for a smooth transfer through talking, teaching skills of self-reliance and providing relevant play opportunities.

The childminder provides an ample range of both indoor and outdoor physical activities, which contributes to a healthy lifestyle. Children are engaged in activities requiring hand-eye coordination and show increasing skill in using toys in the garden. They go out regularly and take part in physical play at their local park and pre-school settings. They develop a good understanding of healthy eating, as they enjoy nourishing options, including the fresh fruits and vegetables they grow in the childminder's garden. Drinks are readily accessible to all children throughout the session. The childminder supports children well so they understand the importance of basic personal hygiene. They all wash their hands before they eat and after messy play or using the toilet. They develop self-care skills, for example, attending to toileting needs and washing their hands.

### **The effectiveness of the leadership and management of the early years provision**

The childminder has an adequate understanding of her legal responsibility to report any concerns to the Local Safeguarding Children Board. However, she demonstrates some limited knowledge of the signs and symptoms of abuse. As a result, children's safety and well-being is not effectively prioritised. The childminder ensures that adults having regular contact with children undergo suitable checks. She carries out systematic risk assessment of the premises and of prospective outings to eliminate risks. All areas, equipment and resources are safe and clean.

The childminder, generally, evaluates her working practice, though the systems for assessing all aspects of the provision are not sufficiently robust. Therefore, some areas for improvement have not been fully identified. She has extended her selection of resources to meet the needs of children and updated her professional skills to a reasonable extent by attending training and workshop sessions. She seeks ongoing support and guidance from her local authority in respect of updating some of her knowledge and professional skills. However, she has not fully embraced the Early Years Foundation Stage in respect of

meeting all the learning and development requirements so children's progress is no better than satisfactory. All required records of the children are suitably maintained and readily accessible for inspection and parents.

The childminder supports children's learning appropriately through developing valuable links with parents. In order to meet children's needs, she acquires information from parents both on admission and an ongoing basis. She keeps them informed about her service by a number of means, including sharing children's profiles and two-way daily conversations. Appropriate information is displayed to inform parents about the service provided. To promote learning, the childminder encourages parents to share their children's achievements at home. Parents who provided the childminder with a written summary of their views in preparation for the inspection state they are happy with the service being provided. The childminder has not yet cared for any children who also attend other early years provisions. However, she has an adequate understanding of the importance of partnership working to support children's continuity of care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY427911
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	875887
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/04/2012
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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